**Year 10 – Australian Voices** (4-5 weeks)

**Content:** As a crucial part of their journey to becoming Australian citizens students will explore in this unit how our cultural identity is represented in our language, both in the particular ways in which Australians use language and in the literature created by Australians that is seen to reflect and in some cases form our sense of self as a nation. This unit also requires students to think very particularly about the effects of particular vocabulary and syntax choices, building their skills in analysis of language, which is highly relevant to literary study (for print and film texts) and language analysis(the study of how writers persuade) – areas of the curriculum studied in other units. Students will explore their own use of language and give a presentation on their own ways of speaking – their idiolect; they will analyse the use of language of key cultural figures in society and in literature such as the film text The Castle and compare colloquial Australian language with standard English as used here and in the UK (using the Roald Dahl text the landlady to springboard this discussion), reflecting on the purposes and uses of formal English and experimenting with writing texts in strine. In the process of this reflection they will be taught about accent and dialect and the differences between the two. As a means of understanding their own culture and a catalyst for developing their skills in authentic narrative writing, students will learn about the experiences of new migrants to Australia in 1940 and write a piece from the perspective of a new migrant of that time. Narrative skills such structuring plot, using dialogue effectively, creating authentic settings, using narrative viewpoint skilfully, creating realistic characters and using story to advance to advance key ideas and messages will be strengthened and developed in this activity. Students will explore the global influences on Australian speech, particularly looking at how American pop culture has influenced Australian English and prepare a presentation about their own idiolect – their unique way of speaking. Skills in presentation will be reinforced during the preparation and presentation of this activity. Students will read a range of iconic Australian fiction by including fiction, prose and even music and discuss and write about how this literature relates to the Australian culture, character and landscape, with the writing being explicitly analytical or creative in nature. Literary elements such as metaphor, simile, the use of precise verbs and descriptive adjectives will be revisited during these readings. The unit will end with a broad reflection of how language reflects the culture of a society and a comparison of the typically Australian language used in Jasper Jones with that of Southern features of language in To Kill a Mocking Bird.

**Key Terms:** Culture, idiolect, strine, colloquial, slang, stereotype, dialect, syntax, metaphor, simile, verse, rhyme scheme.

**Aims and Objectives**

**Skills**

Students will be able to:

Effectively employ literary techniques such as simile, metaphor, strong verb choices, varying sentence structures in their own writing

Distinguish between the syntactical structures and particular vocabularies of colloquial Australian an Standard Australian

Use their voice effectively in oral presentations

Use appropriate language for an engaging spoken presentation

Use visual aids effectively to enhance their speehes

**Knowledge**

Students will know that:

Australian cultural identity has been formed through a mixture of British and other migrant cultures

Language use is a reflection of culture

A number of key texts iconic to Australians’ understanding of themselves particularly The Man from Snowy River, The Geebung Polo Club, and the film text The Castle

Drafting prose writing can allow for better language choices

Metaphor, simile and vivid language choices are key to writing good narrative

Plot structure, authentic dialogue and detailed descriptions of setting are key to creating strong narrative.

**Understanding**

Students will understand that:

Australia’s unique cultural history has influenced and shaped our language and literature and sense of self and that the combination of British culture with the culture of migrants of European and Asian backgrouns, as well as our ancient Indigenous heritage has created a particular cultural identity and language reflected in our literature.

Their own spoken language is a reflection of their immediate and wider culture and the historical influences and experiences unique to Australia.

The texts they read are reflection of the culture in which they are created.

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| Learning Activity | Student Product | Formative Summative |
| Introduction – 1 x 50 min. period   * Introduce the concept of “Strine”, the Australian “dialect”. * Ask students to brainstorm non-offensive examples of Strine and record these on the board, forming a vocabulary list. The attached list might be used as a guide to the type of terms that could be listed. * Have students choose one of the terms from the board each. They should record the meaning of the terms as they understand it, then undertake some research in order to find the actual/agreed meaning and the root of the term. * Students briefly report their findings back to the class. This can also be submitted in writing. * As part of the discussion of the origin/root of these terms/phrases, this video clip of Kylie Mole might be useful in relation to the term “bogan”… <http://www.youtube.com/watch?v=Vnuf9-zgdyw> This term came to popularity in the 1980s, around the same time as the Kyle Mole character appeared on TV. | Vocabulary list  Research notes  Class discussion  And notes | F |
| 1 x 50 min. period   * Discuss stereotypical Australian figures (e.g. Steve Irwin, Alf Stewart from Home & Away, Ted Bullpit from Kingswood Country, Paul Hogan, Kath & Kim, etc.), with a focus on the commonalities. How do their broad accents, irreverence, overuse of slang and informality in speech contribute to this stereotype? * Provide students with an example of a piece of writing from a very different culture of English language, e.g. “The Landlady” by Roald Dahl. Have students create an adaptation into Strine of a passage from the piece of writing. Alternately, they could produce a dialogue/script between two speakers of Strine, which would be incomprehensible to an English speaker unfamiliar with the Australian dialect. | Class discussion  Writing in strine | F |
| 1 x 50 min. period   * Watch selected scenes from “The Castle”, having students pay attention to a) terms or phrases that may have been popoularised by the film or have entered the Australian vernacular due to the film’s release, and b) the different types of English spoken by the characters Farouk, Con, Darryl, Sal, Dennis and Mr. Hammill. * Discuss the language identified by the students. “Tell him he’s dreaming.”, “Suffer in your jocks.”, “Everybody’s kicked a goal.”, and other such phrases should be included in this discussion. This reinforces earlier discussions of Strine and can be used as the basis of a discussion of how popular culture influences our dialect. * Discuss the different manners of speech of the abovementioned characters. Ask students to name categories for these. Introduce the concept of “cultivated English” to describe the way in which Mr. Hammill speaks. | Viewing film text and notes on language use in film  Notes on ‘cultivated English’ | F |
| 2 x 50 min. period   * <http://www.bonegilla.com.au/> - Students read and explore to learn about the role of Bonegilla as a starting point for many new migrants to Australia in the 1940s. * <http://www.bonegilla.com.au/research/suitcase/> - Students complete this interactive activity to “experience” having to make the kinds of decisions new migrants and refugees have to make when leaving their home country.   + Have students write a fictional narrative from the perspective of a migrant/refugee packing a bag to leave their country forever, in order to move to Australia for safety and a more secure future. They should discuss the memories and/or hopes associated with each item they choose to pack. **This will become a writing folio piece, and may be drafted.** | Online interactive activity – immersion in refugee experience  Draft and final copy of narrative – migrant’s journey. | F  S |
| 1 x 50 min. period   * Have students consider the influence of shared Australian culture, ethnic culture and popular culture on the way people speak. The discussion of pop culture could include content about how American language finds its way into the Australian vernacular via pop culture (e.g. “slumber parties” vs “sleep-overs”). * Have students audit their own language use, with the aim of identifying at least one example of the influence of shared Australian culture, ethnic culture and popular culture on the way they speak. Introduce the concept of an “idiolect”. * Students are to develop an oral presentation, accompanied by visuals, to explain the origins of certain elements of their idiolect. **This should be completed at home and presented in a week’s time or thereabouts for assessment**. | * Class discussion of pop culture.   Creation of idiolect oral presentation | (S) |
| 4 x 50 min. period   * Introduce students to a selection of the following poetry and short fiction…   + “Municipal Gum”   + “We Are Going”   + “No More Boomerang”   by Oodgeroo Noonuccal   + “The Man From Snowy River”   + “The Geebung Polo Club”   + “Clancy of the Overflow”  by A. B. Paterson   + “A Golden Shanty” by Edward Dyson (NB: racism)   + “The Chosen Vessel” by Barbara Baynton   + Excerpts from “He Died With A Felafel In His Hand” by John Birmingham   + “Geek Manifesto” by The Winnie Coopers (rap)   + Something by Barry Humphries * Students to write a comparative essay of at least 500 words comparing two texts looking at similarities and differences between texts in presentation of similar or related ideas, issues and themes | Notes on range of literary texts  Essay comparing presentation of ideas/themes/issues – comparing at least 2 pieces studied. | f  S |
| 2 x 50 min. periods approx.   * Have students give their “Idiolect” presentations for assessment. | * Oral presentation on idiolect | S |
| 2 x 50 min. periods approx.   * Discuss how language reflects the culture of a society and how an understanding of this can enrich our reading of various texts. * Read a passage from “Jasper Jones” and a passage from “To Kill A Mockingbird” and discuss what language features make them uniquely Australian and uniquely Southern, respectively. | * Class discussion and notes | F |

**Appendix**

Australian National Curriculum learning outcomes covered in this unit

**Year 10 Content Descriptions**

**Language**

**Language variation and change**

**Understand that Standard Australian English in its poken and written forms has a history of evolution and change and continues to evolve.**

* + Critical and creative thinking
  + Writing
  + Listening
  + Speaking
  + Reading

**Language for interaction**

1. Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people [(ACELA1564)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1564)
   * Literacy
   * Intercultural understanding
   * Personal and social capability
   * Critical and creative thinking
   * Aboriginal and Torres Strait Islander histories and cultures
   * Asia and Australia´s engagement with Asia
   * Writing
   * Listening
   * Speaking
   * Reading
2. Understand that people’s evaluations of [texts](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=text) are influenced by their value systems, the [context](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=context) and the purpose and [mode](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=mode) of communication [(ACELA1565)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1565)
   * Literacy
   * Critical and creative thinking
   * Ethical behaviour
   * Writing
   * Listening
   * Speaking
   * Reading

**Text structure and organisation**

1. Compare the purposes, [text structures](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=text%20structure) and [language features](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=language%20features) of traditional and contemporary [texts](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=text) in different media [(ACELA1566)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1566)
2. Understand [conventions](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=convention) for citing others, and how to reference these in different ways [(ACELA1568)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1568)
   * Literacy
   * Writing
   * Reading

**Expressing and developing ideas**

1. Evaluate the impact on [audiences](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=audience) of different choices in the representation of still and moving images [(ACELA1572)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1572)
   * Literacy
   * Personal and social capability
   * Critical and creative thinking
   * Writing
   * Listening
   * Speaking
   * Reading
2. Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on [audiences](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=audience)[(ACELA1571)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1571)
   * Literacy
   * Critical and creative thinking
   * Writing
   * Listening
   * Speaking
   * Literacy
   * Writing
   * Listening
   * Speaking
   * Reading
   * Literacy
   * Intercultural understanding
   * Personal and social capability
   * Critical and creative thinking
   * Aboriginal and Torres Strait Islander histories and cultures
   * Asia and Australia´s engagement with Asia
   * Writing
   * Listening
   * Speaking
   * Reading
   * Literacy
   * Critical and creative thinking
   * Ethical behaviour
   * Writing
   * Listening
   * Speaking
   * Reading
   * Literacy
   * Critical and creative thinking
   * Speaking

**Literacy**

* + Literacy
  + Intercultural understanding
  + Critical and creative thinking
  + Aboriginal and Torres Strait Islander histories and cultures
  + Asia and Australia´s engagement with Asia
  + Writing
  + Reading

**Interacting with others**

1. Identify and explore the purposes and effects of different [text structures](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=text%20structure) and [language features](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=language%20features) of spoken [texts](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=text), and use this knowledge to [create](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=create) purposeful [texts](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=text) that inform, persuade and engage [(ACELY1750)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1750)
   * Literacy
   * Personal and social capability
   * Critical and creative thinking
   * Writing
   * Reading
2. Use organisation patterns, [voice](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=voice) and language [conventions](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=convention) to present a [point of view](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=point%20of%20view) on a [subject](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=subject), speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage [audiences](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=audience)[(ACELY1813)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1813)
   * Literacy
   * Personal and social capability
   * Writing
3. Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action [(ACELY1751)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1751)
   * Literacy
   * Personal and social capability
   * Information and communication technology capability
   * Critical and creative thinking
   * Writing

**Interpreting, analysing, evaluating**

1. Identify and analyse implicit or explicit values, beliefs and assumptions in [texts](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=text) and how these are influenced by purposes and likely [audiences](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=audience)[(ACELY1752)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1752)
2. Use [comprehension strategies](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=comprehension%20strategies) to compare and contrast information within and between [texts](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=text), identifying and analysing embedded perspectives, and evaluating supporting evidence [(ACELY1754)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1754)
   * Literacy
   * Critical and creative thinking
   * Asia and Australia´s engagement with Asia
   * Writing
   * Reading

**Creating texts**

1. [Create](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=create) sustained [texts](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=text), including [texts](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=text) that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues [(ACELY1756)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1756)
   * Literacy
   * Personal and social capability
   * Information and communication technology capability
   * Critical and creative thinking
   * Asia and Australia´s engagement with Asia
   * Speaking
2. Review, edit and refine students’ own and others’ [texts](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=text) for control of content, organisation, [sentence](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=sentence) structure, vocabulary, and/or [visual features](http://www.australiancurriculum.edu.au/Glossary?a=12d44a4d-a36c-41c1-b84c-9e4600a2a39b&t=visual%20features) to achieve particular purposes and effects [(ACELY1757)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1757)
   * Literacy
   * Personal and social capability
   * Information and communication technology capability
   * Critical and creative thinking
   * Writing
   * Reading
   * Literacy
   * Information and communication technology capability
   * Critical and creative thinking
   * Reading